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ABSTRACT

The School Volunteers Program functions to facilitate the recruitment and placement of volunteers in several Title I designated schools, and is funded under Title I, E.S.E.A. While the services provided by the volunteers may on occasion include non-instruction related duties, the principal role performed by the volunteer is that of a tutor. Thus, the purpose of the program is to provide additional instructional assistance, for students performing far below normal in basic academic skills, in the form of volunteer tutors. The goal of the program as well as of the individual tutor is to help the tutorial students increase their academic achievement levels. Its attainment is supported by the testimoni- als of the volunteers, but not by test score data. However, since pretest data were not available, a true assessment of the program's effectiveness in this area was precluded. Assessment of the program's effectiveness in achieving secondary level objectives, i.e., decreasing the amount of absence and tardiness on the part of the enrolled students and improving the relationships of these students with fellow students and significant adults, was limited solely to evidence reported by the volunteers in the questionnaires they completed. (Author/JM)

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THE EVALUATION OF THE SCHOOL VOLUNTEERS PROJECT

1970 - 1971

Funded Under Title I of The
Elementary-Secondary Education Act

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THE EVALUATION OF THE SCHOOL VOLUNTEERS PROJECT

Description of the Program

The School Volunteers Program functions to facilitate the recruitment and placement of volunteers in several Title I designated schools. While the services provided by the volunteers may on occasion include non-instruction related duties, the principal role performed by the volunteer is that of a tutor. Thus the purpose of the School Volunteer Program is to provide additional instructional assistance for students performing far below normal in basic academic skills in the form of volunteer tutors. The goal of the program as well as the individual volunteer tutor is to help the tutorial students increase their academic achievement levels.

The recruitment of persons to serve as school volunteers was the major responsibility of a School Service Assistant Recruiter (a para-professional employee) during the 1970-1971 school year. Most of her recruiting was done in the communities of the local schools participating in the program. That is to say, local church groups were contacted, recruiting was conducted in local business places, and local service and community organizations were contacted. Beyond the immediate school environs, the project director recruited among various suburban service, community, and religious organizations. In addition, a number of organizations provide teams of volunteers annually. With some of these organizations, this arrangement dates from 1964, two years before the School Volunteer Program was expanded and operated as part of the Detroit Schools' utilization of Title I grants.

New recruits receive an initial orientation, and a series of workshops are held under the direction of a teacher-trainer. Emphasis is placed on remedial work in the area of reading deficiencies and upon techniques for increasing computational skills. All training meetings deal intensively with the use of the regular school based instructional materials. Stress is also placed upon skills necessary to achieve a sustained sympathetic relationship between tutor and student. For in large measure, the success of the tutorial's academic component is directly related to the dynamics of the tutorial's social component.

Objectives of the Program

The major thrust of the School Volunteers Program and consequently its principal objective is to raise the academic performance of those students receiving tutorial services. This objective is predicated on the assumption that the one-to-one, student-tutor arrangement will function to supplement the regular classroom instructional program, since under present circumstances students needing additional attention usually go without. In most instances, the classroom teacher can ill afford to devote the necessary time to those students performing two or more years below normal in basic skills. In addition to the direct assistance provided students in specific skill areas, the assumption is made that other indirect benefits will be realized. These include fostering a more positive attitude toward school and school work among the students tutored, developing skills among students that can be applied to many subjects, and encouraging students to act in a more responsible way in terms of school expectations, i.e., reducing the number of absences and tardiness, completing class assignments on time. Moreover, because of the availability of volunteers, teachers will be able to restructure their instructional programs

to incorporate the services of the volunteers, to devote more time to actual classroom instruction, and to vary the content of instruction.

Evaluation Procedures

The evaluation design is composed of three components. The first two components bear directly on the tutorial program in Title I schools, and the third component focuses on the volunteers' perception and evaluation of the School Volunteer Program.

The evaluation data presented in the next section, particularly as they relate to the tutorial program, preclude the analysis of the program's effectiveness in achieving its major objective of increasing the academic achievement of the students tutored. This was not possible since standardized test scores were not available on a pre- and posttest basis. However, results from the Title I Testing Program, conducted in May, 1971, were available and these are presented in the next section. The importance attached to this source of test score data can be gained from the fact that baseline test data will be available for evaluating the effectiveness of the 1971-1972 School Volunteer Program since the same testing program will be conducted in May, 1972. However, the present set of test scores have utility in terms of a comparative potential. For example, mean scores of students tutored in the third grade can be compared with those of third grade students receiving services from other projects. In any event, the test scores do provide an excellent source of descriptive data.

Data relating to the volunteers' perception and evaluation of the program's operation were developed through the use of questionnaires mailed to all volunteers registered for the 1970-71 and 1969-70 school years. While responses were received from persons who had served as early as 1964, the information used

in the present evaluation was limited to those volunteers who served for the first time during the 1970-1971 school year and only in Title I schools.

Tutorial Services

Information relating to tutorial services provided by school volunteers was gathered from twenty-six Title I schools, which, with few exceptions were elementary schools. A total of 782 students were recipients of the volunteer tutorial program services and the number of students per school ranged from as few as seven to as many as 105. Table 1 displays the number of students tutored per school. (The difference between the total enumerated in Table 1 and the total comprising this sample was due to the lack of information, for seven students, on grade placement, the variable initially used to aggregate the sample by School and Region.)

Table 1

Number of Students Receiving Tutorial Services
from School Volunteers By Region and School

Region School	Number of Students	Region School	Number of Students	Region School	Number of Students
Region 1		Region 2		Region 8	
Breitmeyer	17	Boynton	14	Bell	16
Couzens	9	Jamieson	11	Bunche	71
Crosman	23	McGraw	50	Berry	21
Doty	15	Newberry	40	Duffield	42
Edmonson	7	Sampson	105	Keating	30
Goldberg	7	McMichael	8	Lingemann	34
Kennedy	53			Scripps	60
Lincoln	2	Region 7		Miller	22
Maybee	17				
Northern	56	Hutchinson	20		
Ferry Annex	25				
				Total	775

The composition of the school volunteers may be seen in Tables 2 and 3. Table 2 displays the status of volunteers per school, and Table 3 present the number of students tutored by status of tutor. (Throughout this section, the unit of analysis is the student.) As may be observed from the distribution in Table 3, the majority of students were tutored by high school students (33%) or housewives (26%).

Table 2

Status of School Volunteers Proving Tutorial
Services by Region and School

Region School	Status of Volunteer Tutors
Region 1	
Breitmeyer	Volunteer Team
Couzens	High School Student
Crosman	High School Student - College, University Student
Doty	Housewife - Employee of Business Organization
Edmonson	High School Student
Goldberg	High School Student
Kennedy	Housewife
Lincoln	High School Student
Maybee	High School Student- Volunteer Team
Northern	Employee of Major Utility
Ferry Annex	High School Student
Region 2	
Boynton	Housewife
Jamieson	College, University Student
McGraw	High School Student - Housewife - Student, no other information
Newberry	Housewife
Sampson	High School Student - Housewife - Teacher Aides
McMichael	High School Student
Region 7	
Hutchinson	Housewife
Region 8	
Bell	College, University Student
Bunche	High School Student
Berry	High School Student - College, University Student
Duffield	Part-time Substitute Teacher - Retired Teacher, Former Teacher,
Keating	Volunteer Team - Housewife - Student Teacher
Lingemann	Volunteer Team
Scripps	High School Student - Community Assistant - Teacher-Student Assistant
Miller	Housewife - Teacher - Retired Teacher, Former Teacher

These per cents are probably higher since 'volunteer team'-not a status category appropriate for this content--was composed of both high school students and housewives. Of interest is the fact that Northern High School students received tutoring from employees of a major utility.

Table 3

Number of Schools Serviced and Number of Students Receiving Tutorial Services by Status of School Volunteer Tutors

Status of School Volunteer Tutors	Number of Schools	Number of Students	Per Cent of Students
High School Student	13	240	33
College, University Student	4	51	7
Student[1]	1	1	*
Housewife	9	190	26
Teacher[2]	2	7	1
Student Assistant	1	9	1
Community Assistant	1	9	1
Volunteer Team[3]	4	66	9
Student-teacher	1	1	*
Part-time, Substitute Teacher	1	9	1
Employee of a Major Utility	2	58	8
Teacher Aide	1	56	8
Retired or former teacher	2	37	5
	Total	734	100

[1]No other information was provided
[2]Providing tutorial assistance on own time
[3]Could be composed of housewives or students representing various levels of study
*less than one per cent

Table 4 lists the subjects in which the students were tutored by school. While the majority of the students received supplemental instructional assistance in the basic skill areas of reading and mathematics, there was some evidence of innovation and expansion into areas related to the personal-social and inter-personal spheres. (See especially the Maybee School.) The innovative program at the Scripps School--creative writing and dramatics--exemplifies the potential of the Volunteer Program, given the successful recruitment and, of course, response of community persons who possess diverse talents.

Table 4

Subjects in Which Students Were Tutored by
Number of Students Per Subject by
Region and School

Region School	Subjects in Which Students were Tutored (Number of Students)
Region 1	
Breitmeyer	Math (18) Reading (9) Language Arts (7)
Couzens	Math (9) English (9)
Crosman	Reading (16) Arithmetic (8) Math (7)
Doty	Reading (7) Phonics (4) Handwriting (3) Language Arts (2) Math (5) Spelling (3)
Edmonson	Language Arts (5) Social Studies (5) BRL Reading (2)
Goldberg	Reading (7)
Kennedy	Special Service (27) Reading (18) Arts and Crafts (8)
Lincoln	Language Arts (1)
Maybee	Reading (13) Self-Identification (10) Self-Evaluation (3)
Northern	Algebra (17) History (10) Geometry (9) English (10) Physics (5) Economics (3) Pre-Calculus (1) Chemistry (1) Sociology (1) Civics (1)
Ferry Annex	Math (25) Reading (24) Spelling (17)
Region 2	
Boynton	Reading (14) Math (6)
Jamieson	Reading (10)
McGraw	Reading (25) Arithmetic (11)
Newberry	Math (24) Reading (11)
Sampson	Reading (102) Math (60) Pre-Reading (3)
McMichael	Reading (8)
Region 7	
Hutchinson	Math (20)

Table 4 (Cont'd.)

Region School	Subjects in Which Students Were Tutored (Number of Students)
Region 8	
Bell	Reading (12) Math (5)
Bunche	Reading (31) Math (16)
Berry	Language Arts (11) Reading (7) Math (4) Oral Language (1)
Duffield	Art (27) Math (15)
Keating	Reading (18) Math (9) Language Arts (9) Pre-reading (1) All Areas (8)
Lingemann	Reading (29) Math (3) Spelling (2) Numbers (2)
Scripps	Reading (43) Dramatics (11) Creative Writing (2) Handwriting (1)
Miller	Reading (14) Math (5) Reading Readiness (5) Basic Math (4) All Areas (3)

Table 5 displays the average of days per week, hours per week, number of weeks and total hours of tutoring received by students in addition to the average number of subjects students were tutored per school. The usual pattern, as may be observed by inspection of Table 5, is for the student to be tutored one day per week. In terms of total hours per week, there appears to be a wide variation among the various schools, which also is evident in the total number of hours of tutoring with regard to number of subjects in which the students were tutored, the more common unit is one. A more focused summary of these figures is provided in the following section.

Table 5

Means of Days Per Week, Hours Per Week, Total Weeks, Total Hours of Tutoring Received by and of Number of Subjects Tutored
Region and School

Region School	Days per week of Tutoring Mean	(N)*	Hours per week of Tutoring Mean	(N)*	Total weeks of Tutoring Mean	(N)*	Total hours of Tutoring Mean	(N)*	Number of Subjects Tutored Mean	(N)*
Region 1										
Brietmeyer	1.00	17	1.00	17	22.05	17	220.58	17	1.56	16
Couzens	2.00	9	2.00	9	18.00	9	360.00	9	2.00	9
Crosman	1.10	19	8.57	19	8.21	19	202.10	19	1.63	19
Doty	2.00	14	6.38	13	9.06	15	98.66	15	1.60	15
Edmonson	5.00	7	10.00	7	31.00	7	310.00	7	1.71	7
Goldberg	2.00	7	15.00	7	20.00	7	300.00	7	1.00	7
Kennedy	1.00	53	2.43	53	5.56	53	111.88	53	1.00	53
Lincoln	1.00	1	1.00	1	8.00	1	80.00	1	1.00	1
Maybee	3.30	13	5.00	13	35.00	13	175.00	13	2.00	13
Northern	1.98	56	14.82	56	15.82	56	231.42	56	1.03	56
Ferry Ann.	1.00	25	2.00	25	9.69	23	193.91	23	2.64	25
Region 2										
Boynton	2.00	14	25.00	14	35.00	14	875.00	14	1.42	14
Jamieson	1.90	11	1.90	11	--		--		1.00	11
McGraw	2.16	25	4.24	25	7.33	18	261.66	18	1.44	25
Newberry	4.65	35	4.65	35	26.00	35	---		1.00	35
Sampson	2.56	105	2.56	105	24.58	105	541.14	105	1.57	105
McMichael	3.00	8	4.00	8	8.00	8	320.00	8	1.00	8

Table 5 (Cont'd)

Region School	Days per week of Tutoring Mean	(N)*	Hours per week of Tutoring Mean	(N)*	Total weeks of Tutoring Mean	(N)*	Total hours of Tutoring Mean	(N)*	Number of Subjects Tutored Mean	(N)*
Region 7										
Hutchinson	1.00	20	1.00	20	8.00	20	80.00	20	1.00	20
Region 8										
Bell	1.00	16	2.00	16	4.00	16	80.00	16	1.06	16
Bunche	1.00	73	3.00	73	4.12	47	123.83	47	1.00	46
Berry	1.57	19	4.36	19	6.72	18	195.33	15	1.21	19
Duffield	1.00	42	1.00	42	20.00	41	200.00	41	1.00	42
Keating	1.00	30	5.80	30	17.56	30	160.33	30	1.31	29
Lingeman	1.15	32	7.48	35	27.31	35	504.00	35	1.12	32
Scripps	1.00	58	15.00	57	7.51	51	112.64	51	1.00	56
Miller	2.33	21	2.40	22	11.50	22	251.36	22	1.40	22

*Number of students

Title I Testing Results and Tutorial Information

Table 6 presents mean grade equivalent scores on various Stanford Achievement Test sub-tests which formed the batter of tests used in the Title I Test Program--for students tutored by school volunteers by grade. As was noted above, the lack of baseline data in the form of pretest scores precludes any analysis of the effectiveness of the School Volunteers Projects in raising the academic performance of the students in this sample. However, from an internal comparative perspective it may be observed that students in Grade One are performing near norm expectations. For Grade Two through Six there appears to be an increase in amount of retardation vis-a-vis grade norms. For example, in paragraph meaning, the Grade Two mean is one year and two months below the norm, while the Grade Six mean is two years and two months below the norm.

Table 6

Mean Grade Equivalent Scores on Various Stanford Achievement Sub-Test by Grade

Sub-Test	Grades One Mean	(N)*	Two Mean	(N)*	Three Mean	(N)*	Four Mean	(N)*	Five Mean	(N)*	Six Mean	(N)*
Word Meaning[1]	1.5	(98)	1.6	(56)	2.6	(84)	3.3	(51)	4.1	(83)	4.6	(43)
Paragraph Meaning	1.5	(96)	1.7	(55)	2.5	(83)	3.1	(51)	3.7	(85)	4.4	(44)
Spelling	1.6	(43)	1.9	(28)	2.6	(48)	-		-		-	
Word Study Skills	1.5	(47)	1.6	(35)	1.9	(39)	-		-		-	
Language[2]	1.5	(97)	1.7	(55)	2.3	(39)	-		-		-	
Arithmetic Computation	-		-		2.8	(84)	3.1	(50)	3.8	(83)	4.4	(44)
Arithmetic Concepts[3]	1.5	(97)	1.7	(56)	2.6	(83)	3.3	(50)	4.0	(82)	4.9	(43)
Arithmetic Applications	-		-		-		3.2	(50)	4.0	(84)	4.2	(43)

*Number of Students
[1]Word Reading for Grades One and Two
[2]Vocabulary for Grades One and Two
[3]Arithmetic for Grades One and Two

Table 7 presents tutorial information for those students tested in the Title I Testing Program. These figures provide for a more manageable characterization of the tutorial program than was possible in the above school by school distribution. The tutorials at the elementary level average five days per every two weeks. The number of subjects per students was usually one. Number of hours per two weeks was about ten and the average student was involved for at least a full semester. The average total number of hours of tutorial instruction was somewhere in excess of three hundred.

Table 7

Means of Days Per Week, Hours Per Week, Total Weeks, Total Hours of Tutoring Received and of Number of Subjects Tutored For Students Taking Title I Test Battery by Grade

Tutorial Information	Grades One Mean	(N)*	Two Mean	(N)*	Three Mean	(N)*	Four Mean	(N)*	Five Mean	(N)*	Six Mean	(N)*
Days Per Week of Tutoring	1.9	(99)	1.8	(56)	2.2	(81)	1.8	(51)	1.2	(84)	1.5	(41)
Hours Per Week of Tutoring	6.1	(99)	6.2	(56)	4.3	(81)	3.7	(51)	5.0	(83)	6.7	(44)
Total Weeks of Tutoring	20.4	(91)	21.0	(52)	17.1	(74)	18.6	(48)	11.0	(81)	21.9	(41)
Total Hours of Tutoring	484.8	(91)	368.3	(52)	542.1	(74)	341.0	(48)	174.3	(81)	241.3	(41)
Number of Subjects Tutored	1.3	(98)	1.3	(49)	1.6	(76)	1.4	(46)	1.1	(81)	1.5	(42)

*Number of Students

Evaluation and Perceptions of Volunteers to the Program's Operation

In this section, data will be presented which will provide a perspective of the program's operation. These data were extracted from the responses of 758 volunteers who returned completed mailed questionnaires. The data to be presented represent a small part of the total number of responses of the volunteers surveyed, since these data are limited to the responses of volunteers who served for the first time during the 1970-1971 school year and only in Title I schools.

From the total of 758 completed questionnaires, 329 or 43% were from volunteers who served during the 1970-1971 school year. Of these, 115 or 35% were new volunteers, and of this latter group, 62 or 19% make up the sample whose responses will be presented in this section.

In response to the question, "How did you first hear about the Detroit Public Schools Volunteer Program?" fifty-three volunteers provided me the following sources:

	Per Cent
I was recruited by a friend, family member, or a neighbor	40*
I was recruited by someone from the Detroit Public Schools, school volunteer staff	13
It was a project sponsored by my organization	34
The suggestion to become a school volunteer was made by a teacher or an instructor in a class I was taking	13
I contacted the Detroit Public Schools Volunteer office and offered my services	13
I made a direct contact with a school and offered my services	

*The sum of the percentages exceed 100 since multiple responses were given by 12 of the 53 volunteers who answered this question.

Fifty-six per cent indicated that they were part of a volunteer team and that their participation as volunteers was part of a continuing arrangement with the School Volunteers Program. Almost half of those serving as part of a volunteer team were sponsored by a religious institution, one-fifth were employees of a public utility, and fifteen per cent were associated with a school-related club or organization. The other forty-four per cent listed themselves as independent volunteers.

One-fourth of the volunteers lived or had at one time lived in the same community as the pupils they served.

One third of the team volunteers said that their organization had made a specific request for school assignment which was honored by the volunteers office. Just over one-fourth said that they were placed in a school chosen by the volunteers office. One-fifth of the team volunteers indicated that their assignment was in accordance with a "tradition" whereby their organization annually provided volunteers to service a specific school. Ten per cent indicated that their services were in response to a request made of their organization from a local school. Less than 10 per cent identified various arrangements worked out with others providing other services in specific schools. However, one-fifth of the team volunteers gave either vague responses or indicated that they didn't know how the school in which they served was selected.[1]

Among the independent volunteers, 40 per cent said they requested to serve in a specific school. Fifteen per cent were assigned by the volunteers' office. Thirty per cent said that the school in which they served was their community's elementary school while some indicated that had they attended the school or had children presently attending

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[1]The response proportions are greater than 100% because of multiple responses.

Five of the independent volunteers noted that they were the only volunteers providing services in the school they served.

Ninety-five per cent of this cohort of volunteers served in a single school during the 1970-1971 school year.

In terms of the amount of service time provided by this cohort, 75 per cent served one or two hours per day-three per cent said that they spent a four or more hour day in the school. The majority (92%) provided volunteer services one or two days per week-three per cent said they spent a five-day week in the school. One-fifth of the volunteers served on week-ends. Just over half of the volunteers spent a total of one or two hours per week, one-third served three or four hours per week, and the remaining 10 per cent said they served from five to as high as twenty-one hours per week.

Close to 90 per cent of the volunteers were assigned to perform either general tutorial tasks or to assist in the remedial reading, mathematics, and/or science programs. The duties of the remaining ten per cent included clerical-office assistance, aiding in the recreational and the creative arts programs.

Table 8 displays the per cent of volunteers who indicated that they felt they personally had brought about a change in the students with whom they worked for each item listed in this table. Two-thirds of the volunteers felt they had contributed to an improvement in their students' reading comprehension. Half of the volunteers expressed a belief that their efforts also brought about an improvement in mathematics and in spelling among the students with whom they worked. Academic skills in which volunteers were less prone to claim success as an agent of change were use of the library for reference purposes, use of the dictionary, clear expression of ideas in writing, and development of a greater interest in and an appreciation of the arts. In terms of time

invested, that is to say, the volunteers did devote most of the tutorial time to working to improve the basic skill areas of reading and computational skills. Thus, not withstanding the lack of evidence to evaluate the performance of the volunteers, their perceptions of change at least correlate with the areas in which most tutorial time was invested.

Between one-fourth and one-third of the volunteers expressed a belief that they personally contributed to improvements in the area of student responsibility and interpersonal relationships. As with test data, information relating to at least some of these behaviors should be made available, along with tutorial information from each Title I School serviced by volunteers, during the 1971-1972 school year to assess the effectiveness of the volunteers in what may be viewed as a secondary level objective of the School Volunteers Program.

(In passing it may be of interest to note that half of the volunteers indicated a personal contribution to change in no more than four areas. An additional 25 per cent noted five or six areas of change, and the remaining one-fourth expressed an opinion that their efforts contributed to changes in seven to as many as fifteen areas.)

Table 8

Per Cent of Volunteers Who Felt They Personally Brought About a Change in Students With Whom They Worked Per Area of Change (N=60)

Area of Change	Per Cent
Students Improved Their Abilities	
In Reading Comprehension	68
In Math	52
In Spelling	50
To use the library to find references	5
To use the dictionary	10
To express ideas in clearer writing	10
To verbalize ideas with greater clarity	28
To complete class assignments more in keeping with the teacher's directions	23
To develop a greater interest in and appreciation of the arts	15
Students Began to Act With More Responsibility	
By being absent fewer days	35
By being tardy less often	25
By being less often late in completing class assignments	28
By taking care of their appearance more often	15
Students Improved in Their Relationships With	
Fellow Students	33
Teachers	28
Family members	7

Table 9 presents the reason given by the volunteers in support of their opinions that the School Volunteers Program contributed or did not contribute to the quality of education received by student in Detroit Schools. Of interest is the fact that 60 per cent expressed a positive opinion and supported this position with a positive statement. However, upon inspection of these statements it appears that 18 per cent based their positive evaluation on perceived academic improvement on the part of the student, 29 per cent focused on the tutorial process, and 13 per cent repeated their position without providing a reason. Among those preferred a negative evaluation, only 4 per cent were specific in providing a reason for their position: too little time, lack of organization, or lack of tutor qualification. As high a proportion as 18 per cent did not respond or gave an irrelevant answer.

Table 9

Reason Given By Volunteers for Viewing the Volunteer Program as Making a Difference or in Not Making a Difference in the Quality of Education Received By Students in Detroit Schools (N=62)

Reasons Given For the View that Volunteers Made A Difference in the Quality of Education Received By Students (Positive)	Per Cent
The children recognize the importance of education, children received some additional training through individual help	6
Individual attention motivates children to learn, a one-to-one relationship provides encouragement	11
Volunteers improve the quality of education	13
Children recognize a sense of caring from the volunteers	5
Volunteer service improves the teacher's group planning, providing individual help free the teacher	2
Volunteer services reinforce the teacher's lessons	5
Through personal acquaintances or from own experience, there was visible academic achievement	10
Volunteer service increases student proficiency in various courses of study	8
Reasons Given For the View that Volunteers Made NO Difference in the Quality of Education Received By Students (Negative)	
Volunteer service did little or nothing at all in improving education	8
Volunteer service helps only the few who are tutored	6
Volunteer service does not improve education either because there is not enough time spent with students, or through lack of organization	2
Student volunteers are unqualified to tutor	2
Reason Given in Support of Both Negative or Positive View	
Volunteer Service just a first dent in helping the needy	5
No Response or Answer Was Irrelevent	18
Total	101

Student attitudes toward the volunteers, as perceived and reported by the volunteers themselves, were generally positive. To cite a few examples: over half reported that the students were friendly, and the relationship between volunteer and student was one of trust and good rapport. Ten per cent cited the students' positive response to the volunteers' teaching methods--indicative of a desire to learn. Negative attitudes were expressed by ten per cent of the volunteers who said the students lacked initiative and another ten per cent who characterized student response to volunteers hostile, resentful, and non-trusting.

The volunteers' descriptions of school administrators' attitudes toward the School Volunteers Program were all favorable: one-fourth in fact used the word favorable to describe the attitudes of administrators. All other response categories were in a similar vein. Only two per cent registered an opposing view--that the administrators' attitudes were unfavorable to the program.

Approximately thirty per cent of the volunteers terminated their services short of completing the school year or by the end of the school year. Of those responding --46% of those terminating--to a question of why they decided to discontinue serving as school volunteers two-thirds said that they had taken on other responsibilities. Only one of the nine responding said that she had completed her obligation to serve. Of those who left the volunteer program, about one-fourth said that they had become active in other volunteer work.

Evaluation Summary

The attainment of the first and principal objective of the School Volunteers Program, i.e., the improvement in the reading and in the computational skills of those students receiving tutorial services is supported by the testimonials of the volunteers, but not by test score data. The test score means of the student cohort receiving tutorial services were not dissimilar from the means of students in their respective schools of attendance. However, since pretest data were not available, a true assessment of the program's effectiveness vis-a-vis the first objective was precluded. The report for the 1971-1972 school year will be more definitive in this respect--pre- and posttest data will be available.

Assessment of the program's effectiveness in achieving secondary level objectives, i.e., decreasing the amount of absence and tardiness on the part of the students receiving tutorial services and improving the relationships of these same students with fellow students and significant adults, was limited solely to evidence reported by the volunteers in the questionnaires they completed. Depending on the criteria of success, some support based on the volunteers testimonials may be accorded to the position that the program was successful in terms of attaining these objectives as well. More objective evidence will be gathered from school records at each local school level to measure the attainment or lack of attainment of these objective during the 1971-1972 school year.

Recommendations

Since the effectiveness of the program could not be directly assessed with pre- and posttest data, the following recommendations are based upon an interpretation of the information gathered in the questionnaire survey of first year volunteers, serving in Title I schools.

The proportion of volunteers recruited directly through the efforts of program personnel was just over ten per cent. Although it is possible that this proportion is probably larger if indirect effect of recruiting efforts could be estimated. However, it is recommended that the number of recruiters be expanded beyond the present number of one. (This, of course, is exclusive of the efforts by the present acting-director.) By expanding the number of recruiters, the program could actively seek persons who would provide more of a diversity of talents thus enriching the instructional program in the several schools where volunteers function. In terms of the strictly academic skill component, additional recruiters could actively seek volunteers from amang college and university students.

Because of the need for objective data relating especially to secondary level objectives, it is recommended that more effort be directed toward developing efficient procedures for collecting these data. Of course this will require close cooperation between evaluation and project personnel.

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